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CONFERENCE

Role Swap: The
Multiple Perspectives
Around Students
with Mental Illness



PARIS 2023
76th ANNUAL CONFERENCE

Salon Facilitators



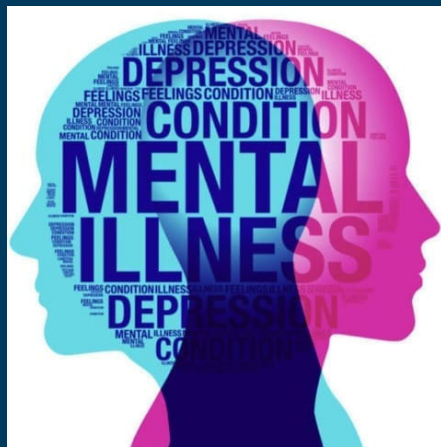
Agenda

- Introduction: framing the session topic
- Assignment of Groups and Roles
- Small Group Discussion
- Salon Discussion in Roles

Mental Health

A state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”

WHO, 2001



Mental Illness

- Mental illness is the loss of mental health due to a mental disorder. Mental disorders are defined as those reaching the clinical threshold of a diagnosis according to psychiatric classification systems including disorders such as depression, anxiety, bipolar disorder and schizophrenia.
- The broad terms “mental ill-health”, “mental illness” and “mental health problems” are used interchangeably and refer to mental disorders but also include psychological distress, i.e. symptoms or conditions that do not reach the clinical threshold of a diagnosis within the classification systems **but which can account for significant suffering and hardship, and can be enduring and disabling.**

OECD/European Union 2018

Mental Illness and Education Abroad

- The WHO World Mental Health International College Student (WMH-ICS) initiative found that 27% of college students suffered from one or more mental disorders (Auerbach et al., 2018).
- In 2022 – 2023, 41% of students at US HEIs reported symptoms of depression, 36 percent said they experienced anxiety and 15 percent said they have seriously considered suicide. (Healthy Minds Network, 2023)
- Mental health distress incidents are recently found to be most likely incident type to lead to US student program withdrawal (*Student Risk Report*, Forum on Education Abroad, 2023).

Inclusion in Education Abroad

- How can we support students with mental illness in their study abroad journeys?
- By considering perspectives of all stakeholders involved, we can think strategically about enhancing our capacities for inclusion of students with mental illness.

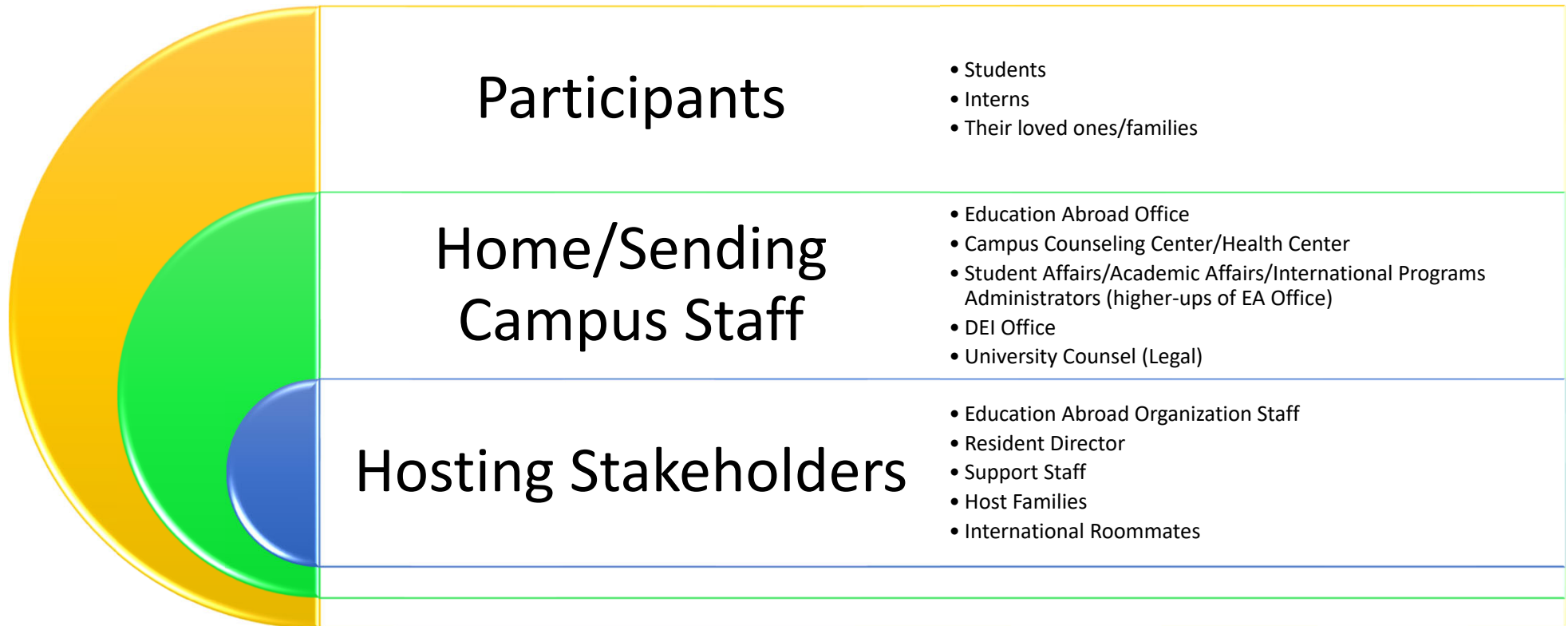
ROLE PLAYING CASE STUDY

Each of us has our own perspective on students with mental illness studying abroad.

Often, this perspective depends on our role within the study abroad experience.

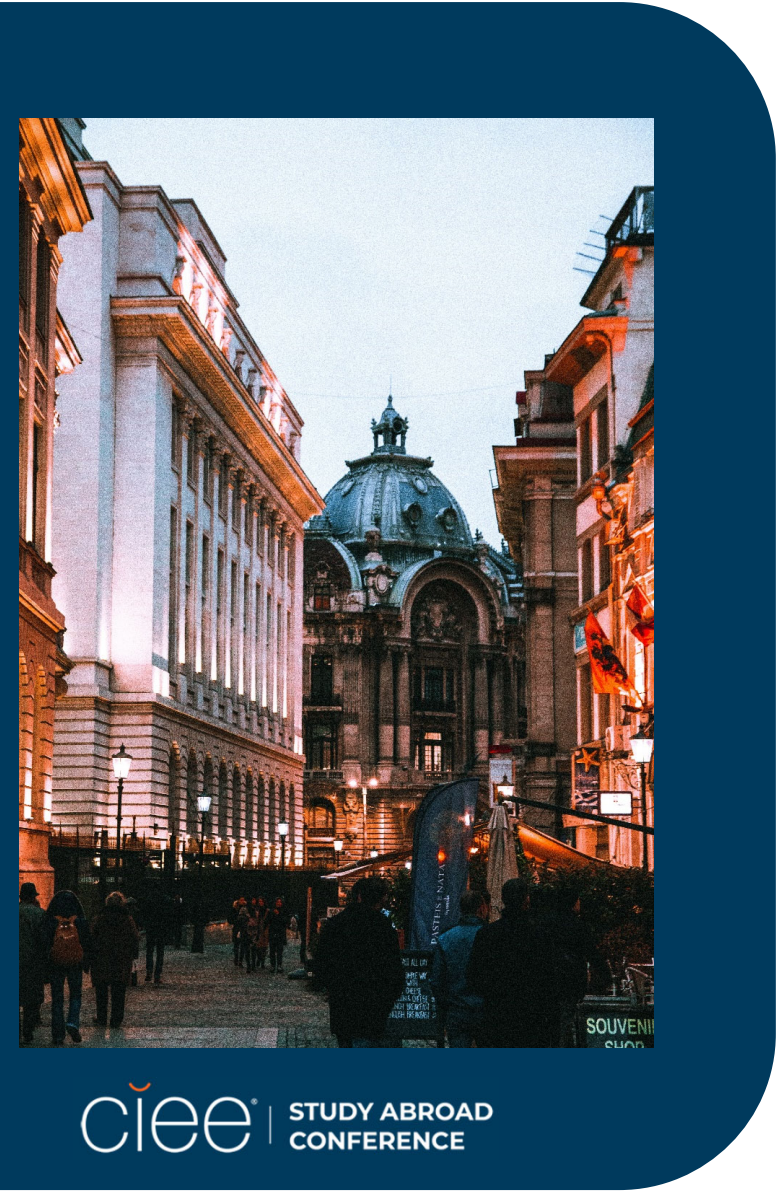
How can we understand the varying perspectives and balance this with the interests and support of students?

Roles



Community norms for our discussion

- Be present
- Make space for all participants
- Everyone has something to learn
- Everyone has experience to offer
- Suspend judgment
- Remember that we are *role playing* for many parts of this activity

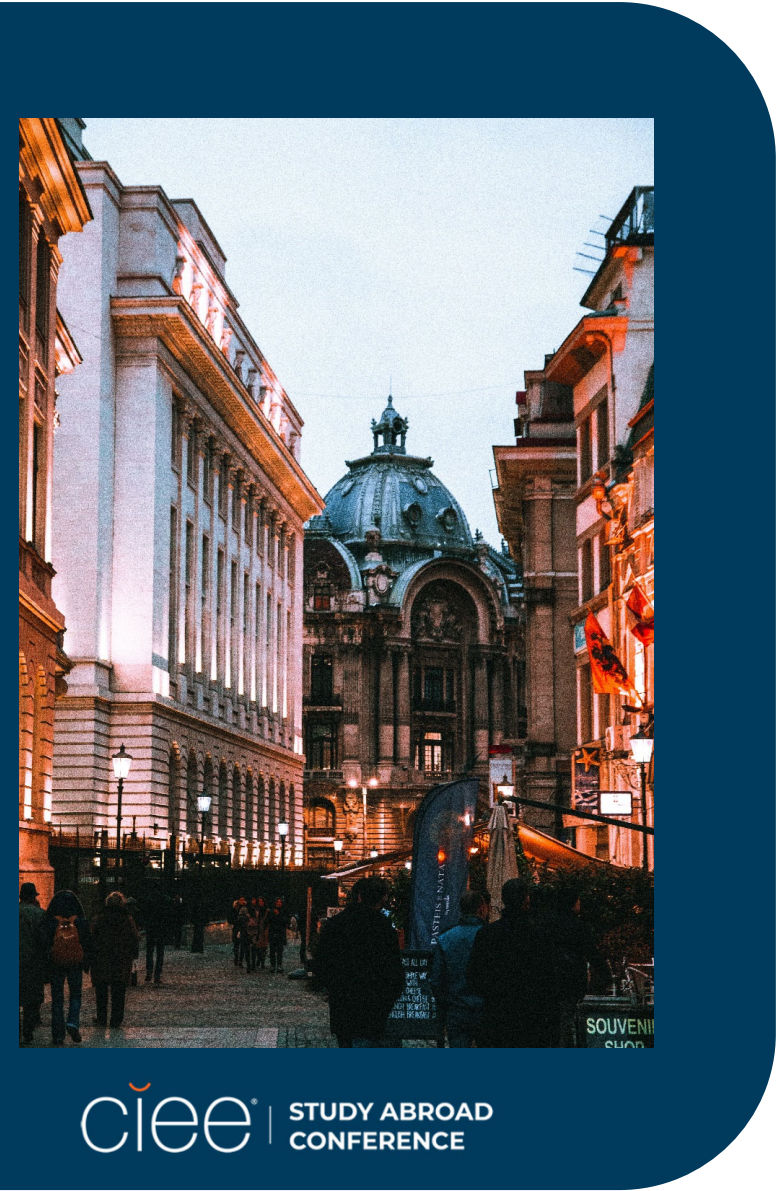


Scenario – Part 1

Study Abroad Program in Romania



What are your initial feelings/reactions? “Good” or “bad,” just your honest first reaction!



Scenario – Part 2

Study Abroad Program in Romania



What are your initial feelings/reactions? “Good” or “bad,” just your honest first reaction!

Per your assigned role, discuss in smaller groups:

- What are the salient issues for you?
- What are the challenges? Opportunities?
- How can you be inclusive of students with mental illness? What are your expectations for inclusion?
- How can you support students with mental illness?
- How can you foster a safe environment for students with mental illness as well as the other participants?
- How could the people in the other roles be helpful in these areas?



Discutez!

What were some insights for you in playing your role?

What questions or requests do you have for the people in the other roles?

How can we inform and empower students to make the best decisions for themselves?

What would a successful outcome look like in this scenario?

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Thank You!

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